

Burns Paiute COMMUNITY COMPREHENSIVE STRATEGIC PLAN 2015



“The Burns Paiute Tribe is a community of 210 people dedicated to the healthy development of our families. While maintaining the endurance of cultural values and the protection of our vital natural resources, community members enjoy a healthy lifestyle with ample opportunity for vocational and recreational activities. Thanks to the Tribe’s early emphasis on health, wellness and education, our social and justice programs are minimal since the issues that require the need for those programs have all but been eliminated. Tribal leadership is strong, fair and a great model to be followed by future generations of Burns Paiute leaders.”

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The Planning Process: Step-by-Step

Discover Community Values
(Children and Adult Visioning)

Prioritize Values

Create a Vision

Assess Community Assets

Set Goals

Determine Measures of Success
(Projects)

Prioritize Projects

Scope Projects

Identify Challenges and Solutions

Assign Tasks and Establish a Timeline

Monitor the Plan

BURNS PAIUTE TRIBE COMMUNITY ASSESSMENT AND VALUES PRIORITIZATION REPORT



Introduction

In the summer of 2014, the community of the Burns Paiute Indian Reservation located in Burns, Oregon made an important decision – the decision to embark on a “journey.” This journey will be a mixture of hard work and hope for the future. Neighbors, friends and family have carefully explored their options, and together have chosen their destination.

Our community has taken the time to look closely at what we will need to get us where we want to go. We have made a list of those “tools” we already possess to help us on our journey, and another list of those “tools” we must acquire in order for us to reach our chosen destination. It will be a good journey, because each step along the “pathway” is being carefully planned by a committed group of “community travelers.”

Our journey is a movement into the future. Our destination is our vision for our Tribe’s future. The community travelers are members of the community that have come together to build a pathway. The pathway is the strategy designed to bring about the vision of the future that our community hopes to realize. And the tools that will be used along the way are Burns Paiute’s assets and values.

The community of the Burns Paiute Indian Reservation realizes how important it is to map and record each step of this journey. This map, which is the Burns Paiute Indian Tribe Community Comprehensive Strategic Plan, will also serve as a guide for planning future journeys. Each of these future journeys will be recorded and added to the original plan to keep it alive, ensuring that our Community will continue to move into the future with our core values intact and our community travelers in control of their own destiny.

Deciding on a Destination

No one would ever choose to go anywhere that had less to offer them than the place from where they started.

The Burns Paiute Indian Tribe is a close-knit community that has stood strong against the hardships faced by small, remote Native American communities throughout the United States. It is a vital part of planning to find those values that have helped the Burns Paiute people to overcome great obstacles in the past, and equally important to find the values that enable the Burns Paiute Indian Reservation to continue to survive as a community.

These are this community's established core values – values that must be protected and nurtured as the community travelers proceed on their journey. These core values will continue to be the foundation of the Burns Paiute Community long after their current desired destination has been reached.

There are also, on this Reservation, as in any community, needs and desires that are expressions of that community's unrealized values. These values must be uncovered and integrated into the core values in order to determine the best path to follow, and the most desirable destination that the community travelers will strive to reach.

We will begin our journey by looking closely at who we are and where we came from...

* * * * *

Our Reservation

On September 12, 1872, President Ulysses S. Grant approved a 1.8 million acre Reservation (Malheur Reservation) to be set aside for the Northern Paiute Tribal people. Unfortunately though, due to the discovery of gold in the area, gold prospectors were able to assert tremendous pressure on the Federal Government, and the size of the Reservation was greatly diminished. Finally,



after being caught in the middle of a war between the Bannock Tribe and the Federal Government, a war in which the majority of the Paiute people did not even fight, the Paiute People were forced from their homes, exiled to Fort Simcoe Washington and the Malheur Reservation was thrown open for cattlemen and homesteaders. They remained in Fort Simcoe until, as a result of the Dawes Act of 1887 the Tribe was invited back to their

former Reservation. Those returning were supposed to be given 160-acres of land. Although this was marginal land not suitable for cultivation, it was at least something. However, only 115 parcels were allotted the Tribe so many Paiutes received nothing.

In 1927, a Catholic Priest, Father Heuel, moved into the area with the goal of improving the lives of the Piute people. With his help, in 1928, the Tribe acquired 10 acres from the Egan Land Company. The land, which at one time was the Burns City dump, was restored and 20 homes constructed by the

Bureau of Indian Affairs. Then, in 1928 a Catholic Church was constructed on the property.

In 1935, the Tribe received a loan from the federal government to purchase 771-acres. Additionally, Father Heuel, championed a petition to the Federal Government for compensation for losing the Malheur Reservation previously reserved for the Tribe. After 35 years of pressing the issue, the Burns Paiute Tribe was compensated for the property at the 1890 value of the land. Tribal members received \$800 per person.



The Tribe received legal recognition by the BIA in 1968. The 771-acres purchased by the Tribe in 1935, and the 10 acres received in 1928, were combined in 1972. Congress presented to the Tribe a clear title to the land which became the Burns Paiute Indian Reservation.

Our People

The ancestry of the Burns Paiute Tribe is made up of bands of Tribal people who collectively shared the Great Basin culture with other Northern Paiute Tribes. A total of 18 Northern Paiute Tribes hunted, fished and gathered in a vast area extending as far south as northern Nevada and California and as far north as Idaho and Central/Eastern Oregon, an expanse of 5,250 square miles. And, although these people shared the same fisheries and hunting grounds, as well as plant and water resources for thousands of years, the different

bands of Northern Paiute's were generally peaceful toward each other.

The ancestors of the Burns Paiute Tribe, historically called the Wadatika, followed the food supplies, seasonally camping along lakes, rivers and streams where water resources and food was readily available. They gathered plants and roots, they fished especially in the spring and in the summer, and they tracked game and collected seeds. In the fall the Wadatika hunted waterfowl. It was necessary for the Tribe to store a



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considerable amount of food in order to make it through the harsh winter months on the high desert. In order to make food accessible, the Tribe built dwellings from bulrush mats near ice-free wetlands where water fowl, plants and wildlife could be readily harvested.



In the 1820's the Wadatika people encountered white beaver trappers and other white settlers who introduced the Tribe to cholera and smallpox. Unfortunately, the Paiutes had no immunity to these diseases. Consequently, the Indian population was grossly reduced. By the 1840's so many white settlers were traveling through Indian Territory that inevitable skirmishes began to flare-up. As a result of these conflicts the Paiutes were forced to negotiate for some reserved land free from encroachment by the land-hungry settlers. This was the only choice the Waditika people had if they were to maintain any of their traditional ways.

Today, the Burns Paiute Tribe has a population of 403 enrolled members. One hundred twenty-six Burns Paiute Natives live on the Reservation along with 66 non-tribal people. Further, several more Burns Paiute Tribal members and their families live in the adjacent towns of Burns and Hines Oregon. The remaining Tribal members live in areas out of Harney County.



Although so much of the culture and traditional ways were temporarily lost due to the disruption of their lifeways for so many years, the BPT leaders have no more pressing desire than to instill the cultural values of yesterday into the hearts and minds of Tribal children and youth.

Our Government

The Burns Paiute Tribe is governed by the Burns Paiute Tribal Council. The Council consists of 7 members that include Chairperson, Vice Chairperson, Secretary, Sergeant at Arms and 3 Council Members. The Tribal Council is elected by the Tribal General Council (adult tribal members 18 years of age or older). Council members are elected to a three year term. Staggered elections are held every 3 years.

Our Economy

The Economy of the Burns Paiute people mirrors that of the surrounding communities of Burns and Hines, Oregon. Traditionally, natural resources and wildlife provided the necessary sustenance to the Tribe through subsistence hunting and the gathering of traditional foods. Camas bitterroot and biscuit-root were dug in the springtime while chokecherries and other berries were gathered in the late summer. The population numbers of deer, quail and groundhogs are currently relatively high and there are some elk available for tribal hunters to harvest. Fish are also harvested, but from sources off the Reservation.

Other than a small agricultural (hay) operation that recently started, there are no major business enterprises on the Reservation. There are however a number of jobs available for Tribal members in the Administration. There are 22 Tribal members working for the BPT. In 1995, the Tribe's only business was a Casino, which supported a Restaurant and RV park. These businesses employed several tribal members. But unfortunately, these enterprises closed. Many of the jobs available to Tribal members are in Burns and Hines. Although, the opportunities have decreased substantially as a result of losing two major local businesses a lumber mill and an RV manufacturing company, some tribal members have found employment in the local agricultural enterprises and cattle ranches. Moreover a few tribal members have found temporary employment for the United States Forest Service and Bureau of Land Management.



As a result of the current economic conditions, the Burns Paiute Tribe has initiated an Economic Development program and is in the process of developing a Tribal Economic Development Board. The Board, with the assistance of professionals from both the private and government sectors of the State of Oregon, is developing an Economic Development Strategic Plan.

Our Critical Issues

There are two major critical issues facing the Burns Paiute Tribe. Tribal people especially youth have limited things to do and availability of financial resources.

The most critical issue facing the BPT could arguably be the lack of activities for tribal members. These activities need to promote values in four areas, personal, recreational, health and community.

Meeting familial responsibilities is the most important issue facing most tribal people. Being able to provide for family members and the feeling of accomplishment felt when one is able to meet this basic demand is of primary importance to parents and grandparents in any community. It is not so much about providing great wealth as it is providing basic needs that insure a healthy happy environment for Tribal families.

Opportunities that promote recreational activities are a second critical need for developing healthy communities. It is common knowledge among psychologists, sociologists and philosophers throughout the ages that in order to be happy, people need positive things to look forward to. Happy people are active people who are busy not just working but busy playing. Recreational outlets with the resultant lowering of stress levels have a calming effect in Tribal homes as well as the entire Community. Further, many recreational opportunities offer physical exercise which promotes better health. This could result in a drop in obesity, diabetes, arthritis, and many other health concerns present in the community.

The third area of consideration is community and cultural values. Most Tribal people feel great responsibility to maintain a sense of tradition and to pass that



tradition down to the youth and children of the Community. They understand better than anyone else that when a culture is disenfranchised and tribal values marginalized, the resultant effects on health and attitudes cannot be underestimated. Further, they realize that when a proud culture is no longer permitted to do those things that at one- time gave them a sense of purpose and therefore value,

something will fill that void and too often that something is not healthy. This problem is particularly hard on children and youth who by the very nature of their developmental life stages are so vulnerable to those negative forces prevalent in contemporary society.

In order to address the aforementioned issues, in 2014, the Tribal leadership initiated the Burns Paiute Tribe-Justice Alternatives and Wellness Center Planning Program. The ultimate goal of the Program is to build a community where tribal members will never become part of the court system. Through the development of health and wellness programs, educational opportunities and access to recreational activities Burns Paiute leadership believes future generations of Tribal people can flourish in a positive and healthy environment.



The second most critical issue facing the Burns Paiute Tribe is lack economic opportunities specifically employment. And, although for the purpose of this document has been ranked second to lack of things to do, job availability is key to providing solutions for addressing the lack of things to do, mentioned above.

As discussed in the section entitled Our Economy, in order to address the economic problems, the Tribe has initiated a planning effort for the purpose of bringing economic growth and jobs onto the Reservation or to outlying areas more suited to economic development.

Summary

The Burns Paiute Reservation is a beautiful place to live. Residents are proud to live here. More of our people wish to return to build their homes, to live, to work, and to raise their families. We resolve to continue in our efforts to build the best possible future for our children and grandchildren. We will work together to plan for the changes that need to take place in order for our Community to survive and to grow in harmony with our natural environment and our rich culture. *(The statistics and other information used in the above sections were gathered from various sources. See Attachments A-D).*

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Now that we have looked closely at who we are and where we came from, we are ready to begin gathering the tools we will need on our journey. First, we must make a list of those tools we already possess. We will divide this list into two sections. The first section consists of our values. These are all the values identified within the community. These values reflect the needs and desires of all our people, from our children to our elders.

The second section on our list of tools is made up of the assets already found within the community. These assets show themselves in the form of existing capital projects and infrastructure, health services, social and cultural services, economic development projects, environmental programs and job training, education and capacity-building programs, etc. Each of these tools will be needed in order to realize our vision. It is important to list them, evaluate them and use them on our journey.

The Planning Process

Discovering Our Values

The future of the Burns Paiute Reservation lies in its children. In order for our community to thrive, our children must be able to fulfill their dreams here. It is important to discover what our children want and need, and then work to make it possible for their dreams to be realized. Only by doing this can we assure that our families will stay together, our community will grow, and our culture and traditions will be passed on.

The world around us is constantly changing. We know that in order to give our children the best possible future, we must change also. Our children have needs and desires in a modern world that must be met in order for them to be happy. If they can fulfill their dreams right here on the Burns Paiute Reservation, our children will stay and raise their children here, close to their grandparents, to their aunts and uncles, and to their cousins and friends. We must keep our families together in order to preserve our way of life. This Community knows that in order to do this, we must make a commitment to formulate a plan that will provide quality education and job training, a variety of well-paying jobs, and a safe and healthy environment that is rich in culture and tradition while providing abundant recreational activities for all ages.

Through this kind of careful planning, our community will grow upon a solid foundation of strong community values. Our first step in the planning process, therefore, is to identify which of our values are most important to us, so that they can remain in the forefront of all our planning activities. With this in mind, we began our planning process by looking at the values of our most precious resource, the children of the Burns Paiute Reservation.

Children's and Youth's Visioning

On August 25, 2014, two meetings were held at TU-WA-KII NOBI. (See *Attachment E - Children's Visioning Session and Attachment F - Youth Visioning Session*). In all, twelve children took part in the visioning sessions - five from the elementary grades (ages 6-12) and seven from the upper grades (ages 13-17). Burns Consulting Services, Inc. planned and facilitated the meetings. Members of the Burns Paiute tribal staff were very helpful and offered to help enable as many children as possible to fill out forms and draw pictures in order to capture the visions of as many as we could. Therefore, extra forms and

instructions were left behind for children who were unable to attend either of the meetings. This resulted in three more surveys being turned in later, bringing the total number of children participating in the planning effort up to fifteen.

The Children's Visioning Session for children from 6-12 years old was held at 4:00. Two planning consultants from Burns Consulting Services, Inc. introduced themselves and explained that they had been hired to write a "book" all about the Burns Paiute people and their Reservation. The "book" will tell about how things are right now and then tell how the Tribe wants things to be in the future. The children were told that such a book was going to be a lot of really hard work and they were asked if each of them would help by writing a couple pages. All the children were enthusiastic and agreed to help.

The Youth's Visioning Session for children from 13-17 years of age was held at 7:00. After introducing themselves, the two planning consultants asked the kids to take part in an exercise designed to show them how important it is for everyone in the community member to take part in the planning exercises that will take place during the building of the Burns Paiute Community-based Comprehensive Strategic Plan. Each child was given a "suitcase" (a piece of paper with a photo of a suitcase on the outside folded in half) and a pad of sticky notes. Then they were told that we would be taking them on their dream vacation – the vacation they had always wanted. Without any more information than that, they were told to hurry and pack their "suitcases."



Each child was told to decide how long they thought they would be gone and to make a list of the people that would need to be notified of their absence – teachers, bosses, someone to feed pets, etc. The kids wrote these things down and stuck them on the outside of their "suitcase". Then, they were told to pack all of their clothing, and anything else they would need to take on this vacation.

They were reminded to bring anything they might need for any activities in which they planned to participate while on their dream vacation. Each time they thought of something they might need, they would write in on a sticky note and "pack" the note in their "suitcases".

Once everyone was packed and ready, we pretended that we were on the plane heading for our dream destination. Only when we were already in the air were

they were told that the vacation that had been planned for them was a 3-week trip to Switzerland to go skiing and playing in the snow. At that point, each of the youth had to reveal what they had packed.

All the kids had planned a vacation to somewhere in a warm climate. They had packed for anywhere from 2 weeks to a year. Most had brought only shorts and tank tops, tennis shoes, sunscreen and swim suits. Some brought snorkels and diving masks, but no one had prepared for cold weather. No one had brought boots, or mittens, or skis, or heavy coats. All were disappointed upon learning their destination.



This exercise showed the kids that even though someone else may think they know what others want or need and tries to do what they think is best for everyone, only by participating in the actual planning can a person be sure that their wants and desires will be heard and taken into account. Everyone needs to be involved when the planning for the future of their community.



When the introduction to planning was finished at each of the two planning meetings, each child was given a form with a series of ten questions designed to uncover the children's core values. The facilitators read aloud and explained each question. After having a chance to think through each question, the children wrote their responses on the forms they had been given.

The first question asked of the children was, "**How long have you lived on the Reservation (or in Burns or Hines)?**" This was important because it would establish whether or not the Burns Paiute Reservation was truly "home" to the children being interviewed. Of the fifteen who took part in this exercise, all but one had lived on or near the Reservation for at least half their lives. Clearly, the Burns Paiute Reservation is home to those who participated in the visioning exercise.

The second question was, "**Name 2 things you would most like to be when you grow up.**" This question produced a wide variety of responses. Surprisingly, the field chosen most often was a career in the teaching profession. Four of the younger children and one of the older youth said they would like to be teachers. One specifically mentioned wanting to become an

art teacher and another chose music teacher. This community is committed to

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giving its children every opportunity to fulfill this dream by making sure that they are given the solid education they will need.

The second most popular profession named was cheerleader, which was chosen by two of the younger children. Even though we know that cheerleading is not an actual career, it shows that the children are looking forward to participating in extracurricular activities throughout their school years. They have high hopes and dreams and are excited about the future. We don't ever want our children to stop dreaming.



The other professions chosen by the younger children were waitress, basketball player, hair dresser, actor, singer, and veterinarian. These are common choices for children in this age group. At this stage in their lives, youngsters often select career goals shared by parents or adult relatives. It is also common for them to want to work with animals or become actors, singers or sports stars because it is something they are exposed to every day on television.

Other professions chosen by the older youth were mechanic, game tester, marine biologist, photographer, musician, artist, business professional, WNBA star, professional dancer, social worker, and a youth alcohol/substance abuse prevention worker for the Tribe. Only one of the kids, someone from the older group, seemed to have no idea what kind of profession to choose to begin to map out a secure future.

The Tribe can be very proud to learn that their children have great dreams for the future. The Burns Paiute people believe that their children can accomplish anything in life if they value education and a strong work ethic. They recognize that these are values that must be built into the foundation of all our plans for the future of the Burns Paiute Reservation. By doing this, the Tribe is ensuring that its children will be able to fulfill their dreams, while at the same time, being able to remain close to their friends and families.

Next, the children were asked a third very important question, “**Where are you going to live when you grow up?**” We were very happy that five of the six younger children would choose to remain in the Burns area. Another wants to live nearby along the river in Bend. Only one of the younger children chose a location farther away, the coast. But, even that child named this as their second choice for a place they might like to live. It is not surprising that, at



this stage of their lives, all of our little ones wish to always remain close to home even after they have grown up.

One very cute fact worth noting is that three of the kids said that they wanted to live with the Youth Service Coordinator when they grew up because she helps them to learn. One went as far as to offer to cook and clean for her if she would let her move in. This shows how important education is to these children. We can see that they put a tremendous amount of value on learning and a sense of “home”.

The majority of the older youth have begun to look further out in the world when choosing a place to settle as adults. Only one wishes to stay on the Reservation. Two more would like to stay in Oregon, one in Bend and the other in Lake Oswego. Both feel these locations offer more to do. One of the kids would like to move to Las Vegas because of all the bright lights. Two more want to move to California, one to either San Francisco or Los Angeles to be near the ocean, and the other doesn't say to what city in California, just that they want to be where the weather is nice and there is lots of fresh fruit.

This desire amongst so many of our children to remain close to home can probably be explained by the answers to the fourth question, **“Name three things that you like most about living here.”** According to the results of this survey, the best thing about living on the Burns Paiute Reservation is the people. Friends and family were named twelve times. Several children pointed out that they loved going to the swimming pool in nearby Burns or just playing with friends. Having such close-knit community where “everyone knows each other” and families stay close, gives the children the peace and security of feeling a real sense of “home” on the Reservation. In fact, one child's response was “just being with my dad,” while another listed “playing with my cousins.” Two children mentioned the “fun gatherings” that this community takes part in. Another mentioned that the community was very encouraging toward its children.



The number one recreational activity for the children of the Burns Paiute Reservation, besides playing with friends or family, is swimming. This was, in fact, the only actual recreational activity mentioned besides riding bikes.

Several children mentioned “peace” (or calm”) and “freedom” as two of the things they most like about living where they live. These children know how lucky they are to be able to live in a place where they can hop on a bike or take

a walk without fear of strangers or other dangers often mentioned by children in larger cities. They love the freedom of just being able to run and the security that comes from knowing they are safe in a small, rural community surrounding by family members and other people that they have known forever.

Also mentioned by quite a few of the children is the natural environment around the Reservation. They love the “beautiful country”, “the birds”, and even “the wind”. The children have obviously been brought up to appreciate the beauty of the high desert, this harsh but amazing country that was loved by their ancestors.

Two children again mentioned that one of the best things about the Reservation is Tu-Wa-Kii-Nobi. This reinforces the fact that learning and socializing with their friends in a safe and healthy environment is vital to the happiness and well-being of these children.

The next question put to the children was, “**Name three things you like least about living on the Burns Paiute Reservation?**” This question was much more difficult for the children to answer than the previous one. Most of the kids mentioned that there wasn’t enough to do, not enough fun being so far from bigger towns where there were more good stores and just more going on in general. The older youth especially felt the pains of boredom.



Even though the natural environment was given as one of the best thing about living on the Reservation, it was also given by several children as also one of the worst things. This land can be harsh. The children made it clear that they were not fans of the rabbit brush, broken glass and sharp rocks, or the mosquitoes, spiders and snakes that share the high desert environment with them.

The second most common answer to what the children like least about the Reservation was the stray or mean dogs. Other things mentioned as making it a less desirable place to live were not being able to work out without an adult present, no access to Wi-Fi, crazy people, ignorant people, and the cops. And, one child said that his cousins were amongst the things he liked least about living on the Reservation. Two of the older children felt that the local school

system left a lot to be desired, and one of the older youth pointed out the Reservation environment of alcohol and drug abuse, and local politics.

Even though at least one of the children was somewhat unhappy with a few

select individuals at the time of the visioning session, it became obvious with the sixth question that, overall, the people of the Burns Paiute Reservation are pretty great. When asked, **“What are two things that make you proud of your Reservation?”** the children chose the people and the sense of community as the overwhelming number one answers. The children responded that they are proud to say that their families live here, that the people here are hard-working and that they think of the kids and help them to learn. Several of the older youth mentioned that the Tribe is willing to help them with work experience and that the Tribal staff, elders, and other people support them.

Three children are most proud of the fact that it is a clean, fancy, and well-kept Reservation lands with nice houses and attractive landscaping. Another said that the food on the Reservation is especially good. Tu-Wa-Kii-Nobi was once again mentioned as a source of pride as well as the fact that the Tribe is always trying to better itself. The fact that the Tribe sings and that the women make their own dresses makes another one of the children proud.



Besides being proud of the people of the Reservation, the children are also proud of the nature surrounding them and of the fact that there is a pool and a water park nearby.

The seventh question posed to these youngsters was, **“What are two things that you worry about?”** This was definitely the hardest question for the little ones to answer. No two of the younger children, in fact, came up with the same answer.

The sources of worry for the little ones on the Reservation were shown to vary widely. There were children who mentioned worries about people dying, loved ones being hurt, people that have “problems,” drunk people, and one child worried about her Mom and Dad in the army. Another worried about the future in general and about doing well in school. Two children worried about snakes, bees, and frogs.

These answers are typical of children within this age group. The little ones on this reservation are overall healthy, happy and secure. As in any community, there are problems with substance abuse that invariably affects the children.

These problems must be addressed so that our children do not fall into the cycle of dependency that has hurt so many Tribal communities.

The answers given by the older youth were very different. They worried about not being able to make it in high school, keeping his or her job, paying for college, and about “not going anywhere in my life.” One child worries about his or her family, and another about the leadership of the tribe. One child was unable to come up with anything to worry about. One worried about his or her cat and one worried about the coyotes. The most worrisome concern expressed by any of the children was “drunks coming to my house randomly throughout the night.” Alcohol related issues were mentioned by children from both age groups several times throughout the survey.

The eighth question asked was, **“What 2-3 things do you most like to do?”** Amongst the younger children, the answer heard most was dancing, specifically at Powwows. Singing was also a popular response. These responses were most welcome because it shows that our children are very interested in and excited by cultural activities. We want to do as much as possible to continue to promote this to our children.

Listed twice as a favorite activity was: going to movies, bike riding and swimming. Swimming has been a recurring response in the visioning sessions for children and adults. There is only one pool in the area and it is only available in the summertime. Everyone seems to be in agreement that an indoor pool is needed in the community.

Other things the children thought were amongst the most fun things to do included playing video games, playing outside, playing in the rain, playing at a friend’s house, eating, horseback riding, jumping on a trampoline, and going to Tu-Wa-Kii-Nobi. One child, surprisingly, could not think of a single fun thing he likes to do.

Answers amongst the older participants were quite different. The number one answer was spending time with family. It is nice to know that, at an age where children seem to usually want to withdraw a little bit from family life, the ties to family among our youth remain intact.



The second most popular activities were tied between swimming, basketball and running. We are proud of the fact that our children are active in school sports. Other physical activities mentioned included volleyball, dancing,

gymnastics, bowling, camping and playing lacrosse. Other quieter activities were mentioned also. They included playing guitar, being on Wi-Fi, going to Portland, and playing on the I-pad, the X-box and with friends. No great

surprise in this modern world that our teens are fascinated by the technology that has captured the attention of young people everywhere.

When asked, **“What one thing that you don’t have now, would you like to see brought to the Reservation?”**, once again, a swimming pool (including a water park and waterslide) was the number one answer among 6-12 year olds. Next was a gym/fitness center. Close behind that came an amusement park with a roller coaster. Additional ideas for things our children would like to see come to the Reservation were a park, a Bath & Body Works store, a concert hall (featuring singer Katy Perry), pogo sticks and a treehouse. All of the children gave entertainment-related responses to this question.



A gym and fitness center was first and foremost amongst our teens. It was listed seven times. A store/market/gas station came in second with 3 mentions. Tied for 3rd were a pool, a softball field and a track, that could also be tied to a gym/fitness center.

The youth also mentioned wanting to have a dance studio, softball field, a lacrosse field, and a bowling alley. One teen wanted to see a high school that was separate from the junior high, and another felt that the Reservation should be extended. Another mentioned that the Tribe should bring back the casino.

Perhaps the most telling question, as to the values of our children, was the last one on the survey, **“Who do you admire most in the world and why?”** The children were told that they could choose anyone in the world from the past or present. They could select someone real, or a superhero. They could choose a world leader, a sports star, a movie star, famous singer, or someone they know. The answers they gave are shown below.

Responses of children ages 6-12

1. Mom and Dad, because they are important.
2. Mom, because she made me and Elise (the Youth Service Coordinator) because she is an awesome person.
3. Mom and Elise, because they are the best!
4. Mom, because she made me and Elise because she is awesome.
5. Mom, because she is pretty and smart. She likes her job. She is caring and loving.
6. My grandma, because she gave us lots of candy.

7. Elise, because she is nice.
8. Katy Perry (famous pop singer), because she is very awesome!

Youth ages 13-18

1. My mother, because she is my most favorite person in the world and I have no idea what I would do without her. She is courageous, smart and a loving person.
2. My mother, because she is strong and smart.
3. Dr. Anthony Maiello (Professor of Music and conductor of the GMU Repertory Orchestra), because he is a fantastic director to work under. His motivation to keep the ensemble to play its best is unbelievable. I hope to incorporate his teachings into my life with my own students. He is a very inspiring person to be around.
4. The Thompson brothers (Native American brothers Miles and Lyle Albanay, lacrosse stars), because they are really good at lacrosse.
5. My mom, because she is a strong, educated native woman. She has always been there for me and taught me right from wrong. One day, I hope to be exactly like her.
6. Shoni Schimmel (Native American All-star basketball player for the Cardinals), because she grew up on a small reservation with no coaching or gym. She played with a hoop and a ball, and is now a WNBA star.
7. I don't know.

It is evident from the above responses, that the children of our Reservation value their family relationships above all else. The vast majority of these children, like children everywhere, look up to their parents and model themselves after them. This is a great responsibility put upon the parents to live their lives the way they want their children to live. Our children admire the strength, courage, work ethic, and commitment demonstrated to them by the most important people in their lives – their parents.



Once the surveys were complete, the younger children were asked to draw pictures of the Reservation as they would like it to be. The older children were asked to make maps of the Reservation as they would like it to be. (See *Attachments E and F*). All of them were told to include all the things that they said in their surveys that they wanted to see here. Everyone worked hard on capturing his or her own unique vision of a perfect community.

Summary

This exercise with the children was just the beginning of the community strategic planning effort. The results of the surveys showed us our children's values, their wants and needs. The children need the security of a close-knit community built of caring friends and family. They need a quality education, and a bright future that offers them plenty of recreational activities and job opportunities that allow them to put their education to use right here at home. They need to feel that they and their families are safe and healthy, physically and mentally.

* * * * *

The people of the Burns Paiute Reservation are so proud of their children. We see the value our children put in sobriety, safety, independence, freedom, and health. We understand and appreciate their strong work ethic and dreams for a secure future within a healthy natural environment. We know, as well, the importance they put on recreation and play, which is so vital to their health and happiness. Most of all, we must always remember that the relationships within the community - their friends and their families - are at the core of their value system. Their futures must be built on a foundation formed of strong families that stay together, and of a close-knit community made up of friends and family that continue to work together and take care of each other, true to their culture and traditions.

Now that our children's planning efforts are complete, the adults of the community must come together, combining our children's values with our own in order to have a clear vision of the future we desire for our people.

Adult Visioning

In planning a future for our children, we must accomplish three things. First, we need to uncover our deep core values so that we never lose sight of the



things that brought us here and keep us here rather than anywhere else in the world that we could choose to call home. Our core values have helped us to survive as a community.

They have held us together during the hard times brought on by the floundering local economy. They have kept us strong as we have faced personal tragedies with our community. These same core values will continue

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to sustain us as long as they remain the foundation on which we build our future.

Second, we must work to fulfill the present hopes and dreams of the adults who live and work on the Reservation. We need to discover what our people want and need in order to be happy and healthy. These wants and needs are also important values of this community. Providing a means to realize their dreams will insure that the people who are here now will continue stay here to raise their children.



And finally, we must keep with us the insight we have gained into the values, needs and desires of our children. If we remember these three important things, we will be best able to build a happy and secure future for the Burns Paiute Community. With these goals in mind, the first of the Future Search Conferences began.

Future Search I was held on the evening of September 26, 2014 in the Burns Paiute Gathering Center. (See Attachment G). Seventeen community members,



the majority of which had lived on or adjacent to the Reservation most of their lives, met with the two consultants from Burns Consulting Services, Inc. The meeting was opened with a PowerPoint presentation that explained what the children did at their visioning session. The questions asked on the survey, as well as the answers that the children

gave in response to those questions were shown. Community members were also shown the pictures and maps that the kids had drawn to demonstrate their visions for the perfect community they hope to live in someday.

All of the values that the children had demonstrated by the answers they gave on the surveys and the pictures they drew were listed on a flip chart at the front of the room. People attending were asked to sit in groups of six. Each group selected a spokesman. Then, the facilitators asked a series of



questions designed to uncover the community's core values. These values would then be added to the children's values.

These are the questions asked during Future Search I:

1. What do you like most about the Burns Paiute Reservation?
2. What do you not like about the Reservation?
3. If you could only keep one thing about the Reservation unchanged, what would it be?
4. Name two things that you would change first about the Reservation if you could?
5. Pretend you are with someone who is bragging about his home town. What would you say back to him? What makes you most proud of the Burns Paiute Reservation?
6. What keeps you here? There is a big world out there. Why are you still living here?
7. Is there anything that would cause you to leave? (*Better job offer, family moves away, etc.*)
8. What kinds of things do you worry about? (*Examples: Farmers in the Midwest might worry about drought, falling prices of crops, kid going off to college leaving no one to help out at home. A New York executive might worry about down-sizing or drops in the stock market*).
9. What one thing would you most like to see brought in to the Burns Paiute Reservation that is not here now. (*Picture yourself looking out the window. What would you like to see so that you could say to yourself, "Yes, that has made all the difference."?*)



Each time a question was asked, participants would write their answer down on a piece of paper and hand it to the spokesman for that table. We then took turns having each spokesman read all the responses aloud to the whole group. This method was chosen in order to encourage even the shiest person to

participate. No one had to talk out loud to the group. No one knew whose responses were being read.

When a response was read, we would turn that response into a value or values. For example, if someone were to say that they worried most about his/her children having an opportunity to go to college, succeed in their careers, but stay close to the Reservation, we would list these values: a) Education; b) Job Opportunities; c) Family; and d) Financial Security. Once one of these values was added to the list of values on the flipchart, we would underline it each time it was mentioned throughout the meeting.

When we were finished, we had compiled the following list of community values:

A. Health

Q. Communication

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- | | |
|-----------------------------------|-------------------------------|
| B. Strong Leadership | R. Natural Environment |
| C. Family | S. Recreational Opportunities |
| D. Job opportunities | T. Spirituality |
| E. Education | U. Safety |
| F. Close-knit Community | V. Prosperity |
| G. Language | W. Involvement |
| H. Culture/Heritage | X. Freedom |
| I. Sobriety | Y. Strong Work Ethic |
| J. Positive Outlook | Z. Convenience/Access to G&S |
| K. Community Pride | AA. Adequate Housing |
| L. Hunting Rights | BB. Happiness |
| M. Privacy | CC. Expansion |
| N. Expansion of Reservation | DD. Privacy |
| O. Accountability | EE. Access to Ancestral Lands |
| P. Bright future for our children | |

Once all the values had been revealed and discussed, one final question was asked. “How big do you want to see the population of the Burns Paiute Reservation to be ten years from now?” It is important when planning to have a clear idea of the rate at which we want our community to grow. Some communities want very little growth, while others want rapid and drastic growth.

The desired population for this community at the end of ten years, as expressed by participants of Future Search I and reaffirmed at Future Search II, ranged between 160 and 600 people. After much discussion, several votes were taken. The community finally reached a consensus, agreeing that an acceptable population would be 210, an increase of 67.6% from the current population of 142. This is a very ambitious goal that was set with the understanding that as we progress with our plan implementation we will revisit this issue often in future community planning forums.



Prioritizing Our Values

The people of the Burns Paiute Reservation long ago decided which of its values are most important. Our people have been true to their values. Each time we have faced change, we have carefully weighed the cost of that change, and have decided whether it is worth what may have to be given up in order to achieve it.

For example, as much as we want better access to goods and services, we would not want to give up our close-knit family or community ties to move to a bigger city in order to be able to shop at a supermarket or to see a movie every Saturday night. Nor would we bring in any economic initiative that would endanger the health of our people or destroy our healthy environment and our birds and wildlife just to raise our income levels.

We must find a way to grow and prosper without compromising any of the values that mean the most to the Burns Paiute people – the values that have brought us through hard times, and have held us together as a community.

These core values make up the very foundation on which our community has been built – those things that brought us to this place, that make us want to stay here, and that we are committed to keeping unchanged throughout our journey toward the realization of our vision for the future.

Therefore, toward the close of Future Search I, our people sat down to eat together, to share a sense of unity, and to prioritize the values that, we as a community share. As we enjoyed our wonderful potluck dinner, each adult attending the Conference was asked to rank each of the values on the list compiled during the meeting. The results were then put into a spreadsheet and the scores were totaled using a dot-loading process. The results are summarized on the following pages.

Explanation

When all the questions had been asked and answered, and all the values had been identified and recorded, the participants were asked to think over their responses, look at the values that were mentioned most often, and then carefully prioritize the values, listing, in order, the ten values that were most important to them as individuals.

After all the prioritization sheets were turned in, it became apparent that some of the values were actually the same as, or closely related to other values that

were listed. Therefore, once all the votes tallied up, those values were tied back to the main value to which it related. (For example: Communication was

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mentioned as being something that was needed between the Council and the staff and between the Council and Administration and the Community. Therefore, Communication was included in Strong Leadership as one value.) It was clear by the scores that the most closely held core values and related values of the Burns Paiute community are listed below:

1. Strong Leadership (with good Communication between the Council and staff and between the Council/Administration and the community).
2. Job Opportunities (goes along with Prosperity, a Strong Work Ethic)
3. Family and Education (there was a tie between these two values – also goes along with a Future for Our Children and expansion of the Reservation).
4. Culture and Heritage (one of the programs mentioned specifically was Language)
5. Positive Outlook (this would include Community Involvement).
6. Health (includes Sobriety)
7. Adequate Housing
8. Community Pride (includes Safety, Involvement and Expansion of the Reservation)
9. Recreational Opportunities
10. Spirituality and Close-knit Community
11. Our Natural Environment

Community Values Prioritization Scores

RANK	VALUE	TOTAL POINTS ASSIGNED
1	Strong Leadership and Communication	91
2	Job Opportunities/Prosperity/Strong Work Ethic	90
3	Family and Education/Future for Our Kids	62
4	Culture & Heritage/Language	57
5	Positive Outlook/Happy Life	50
6	Health/Sobriety	43
7	Adequate Housing	41
8	Community Pride/Involvement/Accountability	38
9	Recreational Opportunities	31
10	Spirituality/Close-knit Community	29
11	Natural Environment	18
12	Safety	14
13	Expansion	12

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14	Freedom/Privacy	9
15	Hunting Rights	4
16	Access to Ancestral Lands	3
17	Convenience/Access to Goods & Services	2

(See Attachment H – Values Prioritization Scores and Ranking)

Summary

The Burns Paiute people have worked together to determine the most important values held within their community. These values must be held at the forefront of all our future planning to become the foundation upon which our community will develop and grow. Our strong leadership and positive community outlook, will allow us to build a healthy and stable economy. The population of our Reservation will expand as we are able to provide job opportunities to all our members who wish to live here. And, because we have chosen to carefully identify and protect the values that make the Burns Paiute Reservation our home, we will maintain our close family ties, our healthy and beautiful natural environment, our health, and our valued culture even as we grow and prosper. These are the values we will use to create a vision for the future of the Burns Paiute Community.

* * * * *

Now that we have identified the values that are truly most important to our community, we can decide upon a destination. By combining our core values with other important community values, we can build a vision for our future. This vision will be the “destination” that has been chosen for our journey.

* * * * *

Incorporating Our Values into a Vision

Having determined the community’s most important values, it became time to create a vision for the future of the Tribe based on those values. Four vision statements were drafted and presented to the community during Future Search II. Because there was only a small number of community members present

during the meeting, and the votes were equally divided between 3 of the statements, they were

Prepared by Burns Consulting Services, Inc.



taken to the Tribal Council for review. The statements were offered on numerous occasions at several different planning meetings over the next 4 months. In all, 28 people were polled and asked to select the vision statement that he or she felt best captured the desired vision for the future of the Burns Paiute Community (see *Attachment J and K*).

When all the voting forms had been returned and the votes tallied, a vision statement was selected:

“The Burns Paiute Tribe is a community of 210 people dedicated to the healthy development of our families. While maintaining the endurance of cultural values and the protection of our vital natural resources, community members enjoy a healthy lifestyle with ample opportunity for vocational and recreational activities. Thanks to the Tribe’s early emphasis on health, wellness and education, our social and justice programs are minimal since the issues that require the need for those programs have all but been eliminated. Tribal leadership is strong, fair and a great model to be followed by future generations of Burns Paiute leaders.”

The community has determined that if the Burns Paiute Reservation is to grow, we must plan carefully, using our limited resources wisely in order to build the local economy to the point that there are ample jobs available and adequate infrastructure, including housing, in place. We must offer the desired social and cultural services, job opportunities, and the training and education necessary to bring new families into the community and welcome back those who have found it necessary to leave but now want to come back home. We must also begin to look at ways to preserve our beautiful natural environment because it is tied so heavily into our culture and traditions. We have begun by working together to begin to create a vision for the future of our Community.

With a clear vision of the future they wish to build, the people of the Burns Paiute Reservation must next determine the best way to realize that vision. Therefore, the next step is to look carefully at what assets the community currently owns and to evaluate the condition of those assets. Then we must determine what assets we must acquire in order to proceed toward the realization of the community vision.

* * * * *

The Burns Paiute Community has banded together as a community to decide upon a destination for our journey. We have put together our first list of tools (our most important community values), which will help us on our journey. Now we must complete our list of tools by evaluating our community to discover

what assets we presently possess that will be important in helping us to realize our vision, and what assets we must acquire in order to help us turn our vision statement into a factual description of our Community.

* * * * *

Identifying Community Assets and Needs

In order to develop a comprehensive survey, the planning consultants met with staff members from each department to begin a list of things that they felt they needed in order to do the best job possible for the Tribe. The department heads also pointed out the obstacles they faced when trying to carry out their duties.

When the staff interviews were complete, the consultants researched previous planning efforts that the Tribe had completed in order to incorporate any necessary relevant information into the survey. Other information was taken from planning efforts done by other small, remote Tribal communities that face similar problems. All this information was compiled into a Community Assessment Survey that consisted of eight areas that needed to be assessed. Those areas were 1) Infrastructure/Capital Projects; 2) Social Services; 3) Cultural Services; 4) Health Services; 5) Economic Development; 6) Job Training, Education and Capacity Building; 7) Natural Resources/Environmental; 8) Other. The last category, Other, included staffing needs, IT, Recreation, and Administrative Needs. *(See Attachment O)*

A door-to-door survey was conducted during the month of September to determine community assets and needs. A notice was posted in the Tribal newsletter informing all who missed the survey that copies were available in the Tribal Center for anyone interested in participating in the survey. A total of 15 community members completed the surveys wherein they were asked to determine what assets presently exist on the Reservation and their importance to the community as well as their condition and/or effectiveness. Participants were also asked to ascertain the needs within the community that are not currently being met, and assets they feel need to be brought onto the Reservation in order to move the community further toward the realization of its vision for the future.

Community Assessment Survey

A. Capital Projects and Infrastructure Assessment Summary

1. Assets not currently found within the community, but that the community feels are needed. Listed in order of number of people that felt the asset was needed.

- a. Fire Station
- b. Gym/Recreation Center and Pool
- c. City Garage with storage for Tribal vehicles and heavy equipment. Includes office for Maintenance staff.
- d. Walking Trail
- e. Adult Education Building
- f. Senior Center
- g. Gas Station/Convenience Store
- h. Mental Health Facility
- i. Women's Shelter
- j. Elder Housing
- k. Pole building for IT staff and equipment
- l. Casino
- m. Day Care Center
- n. Barn for the Agriculture Department
- o. Swimming pool
- p. Fiber Optics (faster internet and wireless)
- q. Long House
- r. Street Lights and Security Cameras
- s. Library

B. Social Services Assessment Summary

- 1. Assets not currently found within the community, but that the community feels are needed. Listed in order of number of people that felt the asset was needed.
 - a. Family Counseling
 - b. Elders Programs
 - c. Anger Management
 - d. Transportation for Clients
 - e. Safe House
 - f. Neighborhood Watch
- 2. Assets which currently exist within the community, but that the community feels are inadequate and in need of improvement or expansion.
 - a. All of the existing programs listed on the survey form were rated good to average. However, the community felt that there was a need for improvement or expansion in the following programs: Substance abuse and tobacco prevention.

C. Cultural Services Assessment Summary

- 1. Assets not currently found within the community but are needed.
 - a. Native language program
 - b. Cultural history education
 - c. Traditional Spiritual Education
 - d. Traditional Singing

- e. Traditional Foods Preparation Building & Classes
 - f. On-going Traditional Arts and Crafts Classes – beadwork, carving, weaving
 - g. Story Telling camps
 - h. Traditional hunting/trapping classes
 - i. Hide Tanning Classes
2. Assets which currently exist within the community, but that need improvement or expansion.
- a. More frequent Powwows
 - b. More frequent cultural field trips
 - c. Sweat lodge
 - d. Archeology program
 - e. Traditional Dance
 - f. Traditional Drumming

D. Health Services Assessment Summary

1. Assets not currently found within the community but that the community feels are needed
- a. Elders exercise class
 - b. Indoor basketball court
 - c. Walking for fitness program
 - d. Mental health counseling programs
 - e. Weight training
 - f. Aerobics
 - g. Swimming
 - h. Cancer awareness/education programs
 - i. Physical therapy
 - j. Reproductive health education
 - k. On-staff dentist
 - l. Yoga classes
 - m. On-staff Dentist
 - n. Physical Therapy
 - o. Yoga classes
 - p. Dialysis Center
 - q. Men's support group
 - r. Recovery center/Outpatient care
 - s. Pain Medication Management
2. Assets which currently exist within the community but that need to be improved or expanded.
- a. Emergency Health Response
 - b. CPR, First Aid and Emergency Response training
 - c. Nutrition Classes
 - d. On-staff nurse

E. Economic Development Assessment Summary

1. New businesses with high potential within the community. The interest in jobs in each of these types of businesses was also high.
 - a. Recreation Center (gym and pool)
 - b. Gas station/convenience store
 - c. Casino
 - d. Daycare Center
 - e. Cultural Contracting Service
 - f. Economic Development Board
 - g. Hotel
 - h. Agricultural Business
 - i. Hotel
 - j. RV Park
 - k. Auto repair shop
2. Businesses that do not have high potential in this area, but for which there is interest in jobs/job training.
 - a. Bakery/deli
 - b. Gift shop

F. Job Training, Education, Capacity-building Assessment Summary

1. The community felt that there were capacity-building opportunities and/or training or education needed in the following areas: (listed in order from highest to lowest by number of people who said yes when asked if these things were needed in the community)
 - a. Additional funding to expand the afterschool program
 - b. Adult education programs Intern programs initiated in-house
 - c. Scholarship programs
 - d. Leadership training programs
 - e. Food handlers licensing
 - f. Computer training (including repairs, hardware installation)
 - g. Expanded intern programs
 - h. Library
 - i. Restaurant management training
 - j. Vocational training
 - k. Hotel management training
 - l. Grant writing classes
 - m. Life skills classes
 - n. Art Classes
 - o. Gaming Classes
 - p. Dance classes
 - q. Photography class
 - r. Culinary classes
 - s. Clerical classes

- t. Mixology certification

G. Natural Resources/Environmental Assessment Summary

- 1. Assets not currently found within the community (in order of importance to the community):
 - a. Alternative energy program
 - b. Outdoor air quality program
 - c. Tribal Environmental Codes and Ordinances
 - d. Indoor air quality program
 - e. Radon monitoring program
- 2. Assets which currently exist within the community, but that the community feels need to be improved or expanded:
 - a. Agricultural program
 - b. GIS mapping

H. Other Community Assets Assessment Summary

- 1. Assets not currently found within the community in order of importance to the community:
 - A. Recreation
 - a. Rec Center (gym)
 - Indoor basketball court
 - Weight training
 - Dance instruction
 - Volleyball
 - Aerobics classes
 - Yoga classes
 - Indoor track
 - Gymnastics
 - Trampoline
 - Martial arts instruction
 - b. Bike Trail
 - c. Bowling alley
 - d. Pool
 - Free swim
 - Swimming lessons
 - Hot tub
 - Water slide
 - B. Emergency Management Program
 - C. Equipment
 - a. Education van and bus
 - b. Car for the IT dept.
 - c. Computerized fingerprinting machine for the police dept.
 - D. Staffing Needs
 - a. Grant writer
 - b. Probation officers

- c. More police officers
 - d. Community planner
 - e. Cultural programs director
 - f. Part-time IT staff person
 - g. Mental health counsellor
2. All of the assets which currently exist within the community were rated as being average or above average.

The Community Assessment Survey results give us an initial look into the existing assets that the Tribe has on hand as well as a look at what kinds of assets, in the form of infrastructure, Tribal programs, staff and equipment that will be needed in order to realize our community vision. The information from this survey will be incorporated into our goals, our objectives and our measures of success that will determine our implementation strategy.

Identifying Human Resources within the Community

This information was gathered from previous surveys, US Census figures and Tribal records.

1. Number of residences on the Reservation	52
2. Number of people in households (total people)	149
3. Number of people in households with full-time jobs	41
4. Number of people in households with part-time jobs	13
5. Number of people in households with seasonal jobs.	5
6. Number of people in households looking for work	5
7. Number of Native Americans living in the homes	69
8. Number of people in households under 18 years of age	62
9. Number of people in households over 60 years of age	13

Household Income: As of the last home survey done on the reservation, the average income per household was approximately \$20,000 per year. This is less than half that of the rest of Oregon which has an average household income of

\$40,233. The United States as a whole has an average household income of \$51,000 per year. This is an appalling example of social injustice. The Tribe must focus heavily on economic development and the infrastructure necessary to bring jobs to the Reservation.

Summary

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Our greatest assets are our people. Their desire for a secure future, their strong work ethic and their willingness to be trained in any area that will offer opportunity for steady employment, will enable the Burns Paiute Community to move forward toward the realization of its vision for the future.

* * * * *

Through this planning process, we have prepared ourselves for our journey. We have taken a close look at our most important values to help us decide upon a destination. We have completed an inventory of the tools we have, and another list of the tools we must gather along the way in order for us to realize our vision.

The Burns Paiute Community is a unique community made up of people who hold fast to a traditional Native American culture, while welcoming the challenges of a modern technical world. Our ability to blend past and present is perhaps the greatest tool we take with us as we build the pathway that will lead us into the future we have chosen.

* * * * *

BURNS PAIUTE TRIBE COMMUNITY COMPREHENSIVE STRATEGIC PLAN

-IMPLEMENTATION STRATEGY-



Choosing a Pathway

Our community has chosen a destination. We have gathered the necessary tools from our many community assets and have made a list of the additional tools we will need to obtain along the way. Now we must decide upon the best pathway to take us to our chosen future.

There are usually many roads leading to the same destination. Choosing the best one takes careful planning. We will examine each section of the pathway to be sure the road is smooth enough to guarantee that our most precious possessions – our values – are still intact at the end of our journey.

* * * * *

Setting Goals and Identifying Measures of Success

On October 20, 2014, Future Search Conference II was held in the Gathering Center on the Burns Paiute Reservation. *(See Attachment I)*. Fourteen people met first to review the list of community values that were compiled during Future Search I and our draft vision statements. They then worked to set goals and measures of success that would best promote and protect the Burns Paiute community values while moving the Community toward the realization of its ten-year vision. When the goals and measures of success were determined, objectives, in the form of projects, programs and activities that would bring us from goals to measures of success were established.

Participants had so many ideas to go with every value that they were not able to complete the process in one meeting. Future Search III was held on December 4, 2014 *(see Attachment L)* to continue the process and then the consultants set up an open house for the entire week of March 2-6, 2015 to finish up by giving any interested community members a chance to meet with them one-on-one to make sure everyone had a chance to be heard.



During Future Search II, everyone worked together and discussed everything as a group. During Future Search III, to gain a different perspective, and to

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allow those who are more reserved about speaking out in public to have input, community members were divided into small groups that worked together. Each group was given a worksheet for each of the community's major values (see *Attachment H*). They were asked to keep in mind the entire list of values and the community vision statement while listing goals which would reflect the Burns Paiute Community's top twelve values. The values to which goals were assigned were:

Strong Leadership
Job Opportunities
Education
Culture/Heritage

Positive Outlook
Health
Adequate Housing
Community Pride

Recreation
Spirituality
Close-knit Community
Natural Environment

Once the groups had come up with 3 to four goals for each value, a spokesman for each group read them aloud and all were added to a master list of goals. After having completed a list of goals for each value, each group was asked to decide upon the measure of success that would be used as an evaluation tool to monitor the progress and effectiveness of the plan (see *Attachment M*).



These measures of success were then used by the groups to determine the objectives that would lead to satisfying each of the community goals. The community developed project worksheets

that matched values, goals and measures of success to the appropriate projects, programs and activities (see *Attachment N*).

The other projects and programs discussed during this meeting will be added to the list of those that were shown as needed in the community during the Community Assets and Needs Assessment Survey and those taken from previous community planning efforts. Successful implementation and completion of these projects and programs will serve as proof that the goals have been met, the values have been protected, and ultimately, that the vision has been realized. Therefore, the next step is to take the completed list back to the community for prioritization.

Prioritizing Projects

The Project Categories

Before prioritization could begin, the proposed projects and programs had to once again, be separated out into the eight categories that grouped related items. Only the items within a particular category would be prioritized against

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others within this same category. This would avoid, for example, large infrastructure projects from being prioritized against social services programs. By categorizing our prioritization sheets, we were able to insure that all the areas that are important to the community were taken into consideration, and that a proper balance of projects be maintained. As stated previously, the eight categories were: Infrastructure/Capital Projects, Social Services, Cultural Services, Health, Economic Development, Job Training/Education/Capacity-building, Natural Resources/Environmental, and Other.

Final Prioritization

Future Search IV was held on March 6, 2015 in the Tribal Court building. As participants came in, each was handed the eight prioritization sheets and given instructions. This was an informal open-house style meeting. People could stop by at their convenience and could leave as soon as they had filled out the forms.

The votes were entered onto a spreadsheet and a dot-loading method was used to calculate votes given each project and to determine the final ranking of each. It was in this way that the final prioritization lists were completed (*see Attachment Q and R*). The top 10 priorities listed by the people of the Burns Paiute Community in each category are:

Capital Projects and Infrastructure Priorities

1. Wellness Center – Recreation Center with Gym and Pool
2. Diabetes/Dialysis Equipment
3. Expanded Education Building
4. Expanded Health Clinic
5. Elder Housing
6. New Children's/Youth Center
7. Cultural Center
8. Purchase Land for Expansion
9. Additional Housing
10. Fire Station

There were 37 proposed projects under this category. Only the top 10 are shown above. The remaining 27 and their ranking can be viewed under Attachment Q)

Social Services Priorities

1. Higher Education for Tribal People
2. Youth Opportunities Program

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3. Elder's Programs/Senior Center
4. Youth Activities Program
5. Substance Abuse Prevention Program
6. Family Counseling
7. Elder Housing
8. Children's Youth Center
9. Community/Leadership Involvement
10. Domestic Violence Program

There were 27 proposed projects/programs under Social Services. The remaining 17 are listed along with their ranking in Attachment Q.

Cultural Services Priorities

1. Language Program
2. Cultural Education – History and Spirituality
3. Cultural Center
4. Cultural Crafts – beadwork, carving, weaving, cradleboards, etc.
5. Archaeological Program including training
6. Drumming Classes
7. Traditional Foods Preparation Building
8. Storytelling Camps
9. Museum
10. Traditional Singing Classes

There were 12 proposed Cultural Projects. The remaining 2 are shown along with their ranking in Attachment Q.

Health Priorities

1. Wellness Center – Recreation Center with Gym and Pool
2. Dialysis Equipment
3. Diabetes Treatment Facility/Equipment
4. Fitness Program
5. Diabetes Prevention Education Program
6. Indoor Basketball Court
7. Nutrition Classes
8. Physical Therapy Program
9. On-staff Doctor
10. Mental Health Counseling

There were 24 proposed Health Services priorities. Only the top 10 are shown above. For a complete list, see Attachment Q.

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Economic Development Priorities

1. Casino
2. Convenience Store
3. Gas Station
4. Youth Work Program
5. Economic Development Board
6. Community Plan Coordinator to keep the plan moving forward and to keep the community informed and involved.
7. Job-training Program
8. Recreation Center with a movie theater and arcade)
9. Laundromat
10. Business Development Center

There were 50 projects proposed under the Economic Development Priorities category. See Attachment Q for the complete prioritized list.

Education/Training and Capacity-Building

1. Intern Programs
2. Entrepreneur Training
3. Scholarship Programs
4. Leadership Training
5. Vocational Training
6. Computer Skills Classes
7. Adult Education - GED
8. Grant Writing Classes
9. Community College – satellite classes
10. Gaming Training

Under this category, 24 projects/programs were proposed. The top ten are shown above. See Attachment Q for a complete list.

Environmental/Natural Resources/Fisheries Program Priorities

1. Adjudicate Hunting and Fishing Rights
2. Additional Trust and Fee Lands
3. Tribal Hunting/Fishing regulations
4. Wildfire Program – watch, warnings, education
5. Wildlife Protection Program
6. Salmon Protection Programs
7. Agricultural Protection Programs
8. Grant Writer Support

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9. Expand the Agricultural Program
10. Recycling Program

Besides the top 10 projects shown above, there were an additional 10 projects or programs proposed (see Attachment Q).

The projects shown above are the projects that will be given top priority and will be addressed first whenever possible. Possible funding sources for each of them were added to the Project Worksheets to aid in implementation (see *Attachment R*). New priority projects will be added to the list as time and staff allows. The list of projects that were proposed by the community during the community survey, Future Search I, Future Search II and Future Search III but were not chosen amongst the top ten priorities will be revisited regularly. Each of these projects is an important step toward realizing the community's vision and must be addressed.

In order to keep a healthy balance, it is important, when choosing new projects for implementation, to select projects from each of the seven categories. Each of these areas is important in the overall Community Comprehensive Strategic Plan. Each addresses important values of the Community. The Community's vision encompasses all of these values, and cannot be realized if any one element is forgotten.

For example, when economic initiatives are selected, attention must also be given to housing and other infrastructure issues, as well as to possible environmental impacts. There must be a logical sequence in prioritizing projects in order to insure the success of each, and in order to be assured of responsible growth (i.e. population and infrastructure must grow in harmony with available jobs and protection of the natural environment).

It is important to note also, that some projects were listed under multiple categories and prioritized within each of those categories. This is important when searching for funding. Portions of projects such as the Wellness Center/Gym and Pool, for example, can be obtained from grants that offer money for alternative justice programs that may keep youth out of jail, as well as other grants that offer funding for community development, or others that offer funding for health-related projects (diabetes prevention, alcohol and drug prevention, etc.). Showing that a proposed project has been prioritized in the top ten in more than one area strengthens future grant proposals and enables the Tribe to pool money from multiple sources for the larger capital projects.

Another key factor to consider when choosing the implementation order of the proposed projects is whether or not a particular project is dependent upon

another project being completed first. Before the Tribe can go after funding for computers or for a library, the Education Building has to first be either expanded or moved into the Wellness Center once it has been built. That does not mean that the Implementation Team for Education Priorities shouldn't thoroughly research how many computers are needed and how much they will cost, or explore possible funding sources, etc. This is all part of the Scoping Process for the projects. A chart showing some of the projects that are related to, dependent on, or could be combined with other projects are listed under Attachment R. As the implementation process begins, there may be other relationships between projects that are identified. These should be added to these charts.

As priority projects are initiated or completed, new priority projects will be chosen by looking at the initial list of all proposed projects. In order to keep the Community involved, a Community Planning meeting should be scheduled at least every six months to inform all the Tribal members of the progress of the implementation efforts, and to see if any additional projects or programs need to be added and prioritized using the established process. This is a necessary step toward keeping the plan alive and allowing the Community Vision to continue to serve as a guide for the Tribal Council and staff.

* * * * *

Initial Project Scoping

Creating the Critical Pathway

Beginning on May 11 through May 13, 2015, five scoping sessions were held in the court building. These sessions were held in order to give some of the Program Directors a chance to see their lists of prioritized projects and to familiarize themselves with the project scoping process. Each Planning Team (or Implementation Team), made up of departmental staff, looked over their projects and selected one of the top priorities to begin scoping. We used the time to discuss proposed projects, to identify potential roadblocks that might get in the way of implementation, and to brainstorm ways of combining projects and supporting projects from other departments. As a potential challenge or roadblock was identified, it was entered onto an Action Plan Worksheet (see Attachment S).

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The teams worked together to fill out the forms that had been designed to give the Management Team a general, overall look at the needs associated with implementing the projects (see Attachments S and T). This was an important step in the implementation process, allowing the Management Teams to discuss the need for the project and what it will mean to the community in terms of problems it will address, jobs that will be created, businesses that will be affected, potential impacts to the environment, etc. During the scoping sessions, the team also estimated the cost of the project and attempted to identify any studies or permits that will be required along the way. They also discussed possible staffing, job training or infrastructure needs that will need to be addressed to make implementation possible.

Challenges and Solutions

Before task assignments can be handed out, it is important to first consider any known challenges or obstacles that need to be dealt with before implementation can be completed. Using the information gathered during the scoping process, the planning team listed all the challenges that must be overcome to successfully implement the proposed project. At the end of the scoping session, the team “brain-stormed” to find possible solutions to these potential roadblocks, including the acquisition of required permits, surveys and feasibility studies, finding sources of funding, and other logistical problems.

The planning team proposed one or more solution for each problem posed and entered the solutions onto the form. This exercise helped to outline a detailed list of tasks needing to be accomplished as the team begins working toward implementation of their proposed projects. In other words, a Critical Pathway is developed that will lead the team to completing the project successfully.

Tasks Assignments and Schedule

The next step in the initial scoping session was to assign each of the tasks to a specific person. This eliminates confusion over who is doing what. A reasonable, but specific amount of time is given for an assigned task to be completed. This will even further reduce the risk of any confusion over what is expected of the person responsible for carrying out the assignment. All task assignments and schedules are recorded on a project worksheet in order to track progress.

It is important to understand that the list of tasks will grow as the project develops. Obstacles are discovered along the way as the planning teams gather more information. Throughout each scoping session, the need for solutions (usually in the form of action items or further research) should be recorded and

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assigned. By the end of each session there should be a list of several action items assigned to various staff along with a date for expected completion. For this reason, the final activity to take place during a scoping session is for the Management Team to reschedule the next follow-up meeting. The progress of each project can be monitored by how well members are completing their task assignments.

Scoping forms are updated as more information is gathered until enough information has been compiled to determine whether or not implementation is feasible. These scoping forms should be complete enough to turn over to a grant writer to begin the process of looking for funding, and even to a contractor who wishes to bid on the project.

Each Implementation Team worked on a different project. Activities were assigned to each team and specific dates were set for the completion of each task. Follow-up meetings were scheduled.

The projects that were selected for this initial scoping session can be found in Attachment T. They include: a) The Wellness Center w/Gym and Pool; b) Senior Center and Elder Programs; c) Diabetes Program – Dialysis Equipment and Center + Prevention; d) Expanding the Education Building; and e) Environmental Programs – Alternative Energy, GIA Mapping & Radon Monitoring.

This was only the initial scoping session. None of scoping for these projects is complete by any means. It was good practice for the Implementation Teams to begin to learn the process. Each scoping sheet for each proposed project will be developed further before implementation can begin.

* * * * *

The Burns Paiute Community has decided upon a pathway. We are ready to begin our journey. Together, our People have laid out a map showing the desired route. The map must now be turned over to our “Navigators” – the Tribal Council, The General Manager, the Plan Implementation Teams, and the Community Plan Manager. It will be their job to bring us safely along the journey and into a secure future.

* * * * *

Developing an Action Plan

Overview of Key Elements

When developing an implementation strategy for the Community Strategic Plan, four (4) critical elements must be kept at the forefront. They are infrastructure, human resources (staffing), training, and funding. By systematically addressing these issues, the Community is amassing the tools necessary to follow the direction provided by the visioning, values prioritization, and goal setting activities that were performed in earnest at the onset of the planning process. Simply put, the Community Comprehensive Plan outlines what programs, projects or activities will be needed in order for the goals and subsequent visions to be realized. The Implementation Plans, developed using the 4 critical elements, will lay out the order that these projects, programs and activities will be initiated, and a timeline for implementation.

Infrastructure

In many instances it is the lack of infrastructure that keeps a community from reaching their goals. Administrative office space as well as work space out of which to run the various programs needs to be secured before staff can be hired and projects initiated. Sometimes land needs to be purchased and office complexes built, inclusive of the requisite utilities prior to the beginning of any large-scale community project.

Decisions need to be made as to where land is to be purchased and buildings constructed. Environmental issues and the delivery of utilities (electrical, water, wastewater) as well as permitting and conservation of sensitive areas (natural resources and cultural resources) need to be addressed and carefully planned. And, once planned, buildings need to be designed and constructed.

When putting together the departmental implementation strategies, the project coordinator, when considering each new project, must ask himself, “Do we have the necessary infrastructure in place to effectively run this program?” If not, the required infrastructure will have to be acquired first.

Human Resources

Another area that can drastically affect the success of a project or program is a shortage of staff. Timelines cannot be met if departments are severely understaffed.

Human resources, or staffing requirements, can be met in three ways. First, existing personnel can be called upon to take on certain tasks as outlined in

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the operational plan (to be discussed below). The Tribal Administrator and/or staff persons can fill new positions necessary for initiation of new projects.

Secondly, local Tribal members can be brought in, trained and given an opportunity to work for the Administration. Thirdly, outside help can be contracted to fill support roles. These consultants can be overseen by the Tribal Administrator or Department heads.

Before implementing any new project or activity, the planning team must take time to ask, “Do we have staff in place to handle this new program, or must we hire or contract with someone?”

Training

It is crucial to any organization when putting together an implementation strategy, to look ahead at areas that might require either staff training, or in the case of an economic initiative, training for community members.

It is a common complaint amongst Tribal members that even if an economic initiative is finally in place on a Reservation, that all the good jobs go to outsiders. Tribal people sometimes lack the education, training or experience to compete for jobs even in Tribal enterprises. In this case, one of two things will often hamper the success of these new businesses: a) outsiders are hired leaving the Tribal community, yet again out of the job force; or b) unqualified Tribal members are hired causing the business to falter or fail.

By not putting enough focus on staff training, it lessens the Tribe’s own capacity to manage its own resources and its own projects and programs. This very much speaks to the issue of sovereignty. Therefore, when putting together a timeline for implementation, as new economic initiatives are being implemented, the Tribe needs to prepare current staff and begin training Tribal members whenever possible to fill positions as they open up. This reduces the Tribe’s dependence on contractors, consultants, and non-tribal staff.

All too often, staff training is not properly addressed prior to initiation of a project. Project staff persons very often need appropriate training prior to beginning to work on specific new projects. This is especially true in relatively remote areas where the labor or administrative job pool is small. Therefore, care must be taken to bring trainers to the community whenever possible, or to send staff members to the trainers if necessary.

One of the most effective ways to provide training is by contracting trained professionals to come into the community and give one-on-one or small group

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training courses. There are numerous opportunities to find qualified trainers by contacting local employment services (State Employment Services) and/or community colleges and universities. Administrative and technical support can be found by contacting federal or state agencies who often offer training classes or can provide technicians to actually travel onsite to provide training to Tribal workers.

Another source of training is the thousands of consulting agencies throughout the country who have professional staff persons who, for a fee, will come to the Reservation and train local people in the necessary skills to effectively perform the work assigned them. It is vitally important that training dollars be included when submitting applications for grant funds to implement new projects or programs. (To be discussed further below.)

Funding

Before infrastructure can be developed, before staff can be hired, before training can be provided, dollars must be acquired. There are numerous federal and state programs available that offer grants and loans for funding community development activities. There are also foundations that find specific kinds of projects for Native American communities. Several potential funders for each of the top 10 projects in each area have been included in this plan (see Attachment R). As more funders are identified, these should be added to these worksheets.

Since most funding mechanisms require that a Tribe aggressively compete with other applicants (Tribal, and often non-Tribal) it is essential that the Tribe acquire expertise in proposal and application preparation. There are a number of ways to acquire this expertise, but initially it is often best to hire outside help in order to amass “seed money” to launch the various programs, unless the Tribe has an experienced full-time grant writer already on staff.

A professional grant writer can be a great asset in assisting a community with acquiring the dollars necessary to meet the goals outlined in the Community Strategic Plan. They can be found by contacting state and federal agencies or other tribal organizations. Some have web pages that can be viewed on the Internet. Advertising on Craigslist can also be a good way to find grant writers. In this age of technology, even a remote Tribe can acquire a grant writer that can telecommute to do the vast majority of the work if necessary.

Although hiring a professional grant writer with a proven track record is the most expedient rout to take, there are other avenues that can be explored. Federal agencies and private consultants offer training in grant writing. The federal programs are usually free, while the private consulting firms charge a

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registration fee. If the community has an individual with the desire to be the Tribal grant writer, and if that individual has adequate writing and computer skills, the Tribe may want to train its own grant writer. This would build capacity within the Tribe, and therefore would ultimately be the most beneficial path to take.

Another way of acquiring grant funds is to seek out volunteer help. There are individuals (usually paid by federal agencies) that assist Tribes with finding funds. Although they normally provide only gratis technical assistance, sometimes they will assist a community with the preparation of a grant proposal.

Finally, the funding agency itself will sometimes assist a Tribal staff person in the preparation of a grant proposal or application. In fact, some funders such as the Administration for Native Americans require someone from the Tribe attend a grant-training course before applying for funding. These trainings are an excellent resource because they allow the Tribe to bring a proposal to the class and develop it under the supervision of professional trainers who evaluate the proposal and offer assistance to strengthen it considerably before it is submitted.

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Setting Our Plan Into Motion

Steps for Plan Implementation

Once the four critical elements involved in creating implementation strategies had been considered, it was time to outline the steps that must be taken to set our plan into motion. These steps are listed and explained below.

1) The Tribal Council ratifies the plan. This is key. By signing off on the Community Comprehensive Plan, the Council is saying that they have listened to the People of the Burns Paiute community. They are saying that they now have a tool for evaluating their General Manager and Administrative staff. This plan gives the organization direction under a common vision.

Ratifying the Plan does not mean that the Council agrees with absolutely everything in the plan, or that each and every proposed project will be

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implemented. Sometimes it is discovered along the way that a project is not possible for one reason or another. But, by signing off on the plan, it does tell the Community that their ideas will be taken seriously, that every effort will be made to find a way to address each proposed project, or that an acceptable alternative will be found. It tells the Community that their voices have been heard.

2) A Plan Manager is hired. Someone will be hired, appointed or contracted to continue to work with the staff and community to help move them along in the implementation process. This person will provide support, direction and training on how to establish a critical pathway and oversee implementation of the projects and programs that have been assigned to them. This person will facilitate meetings with the Community, and submit articles to the Tribal newsletter to update the People on the progress being made on their Plan. The Plan Manager will keep the Plan updated as more information is gathered and as new projects are proposed, and they will work to coordinate efforts with the Economic Development Director.

The Community Plan is an extremely valuable tool for obtaining funding, evaluating staff and providing direction. Without a Plan Manager, the Plan will most likely find its way onto a shelf and many opportunities will be lost after so much effort has been put into it.

3) Projects are assigned. The projects in the Community Comprehensive Plan were prioritized within 8 categories. Some projects were prioritized under more than one category for the purpose of broadening funding opportunities. Now that the prioritization is complete, the projects must be assigned to the correct individual or department that will be responsible for implementing them. Planning teams consisting of the Program Director, department staff, the Plan Manager, the General Manager and other staff that may have expertise or experience in a particular area will be formed to continue the with implementation activities.

4) Planning teams are introduced to the Plan. The Plan Manager meets with the Program Directors and General Manager to go through the plan and familiarize everyone with it and how to use it. The Directors should know how to quickly pull out information to give to funding agencies, and to find possible funding sources and other information they will need.

5) Projects are scoped. Each of the proposed projects should be put on a scoping form so Program Directors will have an idea of what relationship their projects may have to other projects and what obstacles they will have to overcome in order to implement them. To begin with, they will just be doing a

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very cursory scoping to get general information. They will continue the process later with much more detail.

6) Departmental implementation strategies/timelines are developed. The Department Directors, with assistance from the Plan Manager will be responsible for putting their projects, including any economic development support projects identified along the way onto a timeline and plan out funding strategies for these projects. During this endeavor, the Directors will have at least 1-2 meetings together to make sure that related or dependent projects from other departments will be examined and the group will brainstorm to come up with ways that each department is doing what it can to support the projects in other departments. That way, the Tribe's limited resources will be used most effectively. These plans will be submitted to the General Manager for approval.

7) Scoping continues and Departmental Implementation Plans are put into action. Once the Department Implementation Plans have been approved, Directors can continue the Project Scoping on the projects that will be implemented first. Tasks will continue to be assigned, each with a date for completion set before close of each Scoping Session.

8) Continued Community Involvement. Once the Plan has been ratified by the Council, it is recommended that a celebration takes place within the Community. This was a tremendous endeavor by the Community and they should be presented with a copy of the Plan to be kept in a common area so everyone has access to it.

The Plan Manager should facilitate a community meeting at least every 6 months to update community members on the progress being made. Very often, there are many steps that must take place before a project becomes visible to the public. It is easy for the People to think that nothing is being done, when in fact a project is moving forward steadily. For example, in the case of the Wellness Center project, if the community doesn't see dirt being moved, they think the project has been set aside. They do not see the 12 steps involved in getting the land put into trust being almost completed. Nor do they see that money has been pretty much secured to begin the master planning. These things are all behind the scenes and the public is seldom informed of the tremendous progress being made on these kinds of projects.

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Developing a Timeline

Even though the Program Directors will be developing a timeline for implementing their programs, it was necessary to project a timeline for the Capital and Infrastructure Projects that had been fully conceptualized in order to help them develop their departmental timelines (see chart in Attachment U). This was necessary for two reasons: a) because so many proposed projects and programs are dependent upon the departments acquiring additional space; and b) because if too many projects are trying to develop at the same time, they will be competing for the same grants.

For these reasons, it is necessary to have a reference point for starting the Departmental Implementation Strategies. By knowing when the Wellness Center is scheduled for construction, the Health Department, for example, can begin to look for the staff and equipment necessary to expand the Clinic Services and to begin to acquire exercise equipment as part of the Diabetes Prevention Program.

Under normal circumstances, a timeline for the major economic initiatives would be created at the same time as the one for capital and infrastructure projects. This is critical for several reasons. First, many of the training priorities were placed in the plan to make sure that Tribal members would be ready to step into the jobs created by the economic initiatives that they prioritized. For the Education Department to develop a timeline for these, they would need to use the timeline for Economic Development and Jobs Initiatives as a reference point. Secondly, an Economic Development Timeline would also serve as a reference point for initiatives that might rely on revenue created from new Tribal businesses.

The Tribe however, was awarded a grant to implement an Economic Development Plan that was initiated during the same week that the community was prioritizing projects, including economic development projects. It was decided that any project that brought money directly into the Tribe would be turned over to the planning group in charge of economic development planning. The complete list of prioritized economic development projects was given to that group. At the time of this writing, an economic development timeline had not been completed.

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Monitoring and Updating the Community Plan

This document will only work if it is used. Therefore, the final step in the planning process is to monitor implementation of the plan. By checking back often with the Goals and Measures of Success outlined in the plan (see Attachment N), we can keep the plan alive. The Community Plan Manager and General Manager must be charged with this responsibility. The progress of the action plans should be closely monitored. Regular meetings should be held by the Planning Teams to keep members informed of progress and to brainstorm as problems arise. New projects need to be prioritized and scoped, and tasks assigned as other priority projects are completed.

As previously stated, community meetings should be held at a minimum of twice a year to inform the people of the progress being made and to make sure that the community knows that their vision remains the guiding force behind Council decisions.

The Burns Paiute Community Comprehensive Strategic Plan is a powerful tool, but like any tool, it must be used to be of any value. The Plan should be shared with state and federal agencies to assist them in finding ways of helping the Tribe reach its goals and realize its vision. Many federal and state agencies, in fact, now require that a community have a strategic plan in place before they can award grant funds.

Keep in mind also, that this plan must remain flexible. This is firstly because community priorities can change with time or outside influences. For example, a community may decide, when the economy is good, to work toward expanding recreational opportunities. However, if the economy were to suddenly collapse, the next year resulting in loss of jobs and income, the community may want to change their focus toward economic initiatives.

Secondly, if funding becomes available for a project that is lower on the list of priorities than another project for which funding has not yet been found, it would be most beneficial to the community to go ahead and move forward on the lesser ranked project. This only makes sense so long as implementation of your higher priority project is not compromised.

For these reasons, as well as for other unforeseeable situations, the plan will be revisited often and updated as necessary. As long as the planning model outlined in this plan continues to be followed, and the vision is kept at the forefront of all planning and implementation activities, the Burns Paiute Tribe will be successful in creating the future its people desire.

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Regardless of how carefully a route is chosen, or how much care is taken to look ahead to predict obstacles that may be encountered along the way, most travelers doubtless find that the shortest distance between two points is all too often under construction. Every traveler will face some unforeseen and unavoidable difficulty on the road. It is therefore imperative that our plans are flexible and that we be willing, if necessary, to change our route in order to get to our desired destination.

Our people are strong and are committed to the vision they have chosen to guide us. Now that the pathway to our destination has been selected, our journey can begin in earnest. The people of the Burns Paiute Tribe now ask the Tribal Council to adopt this plan and use it to guide our people into the future that we, as a community have chosen for our People.

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The Burns Paiute Community Comprehensive Strategic Plan is hereby adopted by joint Resolution # _____ on this _____ day of _____, 2015.

Charlotte Roderique, Chairperson

ATTEST: Wanda Johnson
Tribal Council Secretary

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Attachment E – Children’s Visioning

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Attachment H – Values Prioritization Scores and Ranking

Attachment I – Future Search II – Setting Goals and Measures of Success

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Vision Statement Voting Form Showing Final Scores

Attachment K – Form 5: Community Values and Vision

Attachment L – Future Search III – Setting Goals and Measures of Success, and Determining Objectives

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Attachment U – Timeline of Capital and Infrastructure Projects